



ESEA ADDENDUM PUBLIC COMMENT REQUESTED

The Idaho State Department of Education has opened a 30-day public comment period for a one-year modification addendum to the Idaho Elementary and Secondary Education Act (ESEA) Consolidated State Plan ([Idaho's Consolidated Plan / SDE](#)) for the 2021-2022 school year. These modifications are part of the accountability and school identification requirements under section 1111 of the ESEA and impact accountability determinations and the identification of schools in fall 2022.

In summary, the Addendum modifications to the Statewide Accountability System and School Support and Improvement Activities in the Idaho ESEA Consolidated State Plan are:

1. **Modification to Idaho's "Other Academic Indicator" for growth:** Due to interruptions in testing for both the 2019-2020 and 2020-2021 school years, Idaho proposes to calculate growth for students who have ISAT scores in both 2022 and 2019.
2. **Revision of Idaho's methodologies for identifying schools in fall 2022 for its Comprehensive Support and Improvement, Under Performing (CSI UP) schools:** The composite score will include the three most recent years of data and will be calculated using data from 2021-2022, 2018-2019, and 2017-2018 due to the pause of use of data in accountability in 2019-2020 and 2020-2021. Furthermore, Idaho would like to provide a safe harbor by also calculating a composite score based on the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not in the bottom 5% of all schools' composite that includes 2020-2021 data, then the school would not be identified as Comprehensive Support and Improvement School.
3. **Targeted Support and Improvement (TSI) Schools: Consistently Underperforming Subgroups:** For 2020-2021, Idaho proposes a relative comparison instead of a gap percentage comparison. Idaho would like to change the methodology to the following: A TSI school is 1) any school with a student group composite below the state average composite for all students and 2) is in the bottom 5% of student group composites using the three most recent years of data from 2021-2022, 2018-2019, and 2017-2018. Similar to number two above, Idaho proposes providing a safe harbor by also calculating a composite score based on the three most recent years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not in the bottom 5% of all student groups'



composite that includes 2020-2021 data, then the school would not be identified as a TSI school.

4. **Additional Targeted Support and Improvement (ATSI) Schools:** Idaho proposes to identify the Additional Targeted Support and Improvement (ATSI) schools from the pool of TSI schools instead of identifying them from the overall pool of school/student group composite scores. Similar to number two and three above, Idaho would like to provide a safe harbor by calculating a composite score based on the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not below the ATSI identification threshold, the school would not be identified as an ATSI school.
5. **Exit Requirements for CSI UP Schools:** Idaho proposes to adjust the exit requirements relating to proficiency status from the 20th percentile or above in both math and English language arts ISAT to the 10th percentile or above in both math and English language arts ISAT for Comprehensive Support and Improvement, Underperforming schools for the 2021-2022 school year. The original proficiency level for exiting CSI Up identification was identified without sufficient data. Now that the system is in place, data modeling suggests the proposed change will increase the number of schools that will exit this identification and that the return on investment for the limited resources available will continue to support those schools most in need.

The U.S. Department of Education requires that prior to submitting an ESEA Addendum, the SEA must provide the public a reasonable opportunity to comment. The public comment period for this Addendum is February 15 – March 16, 2022.

Please submit your comment using <https://form.jotform.com/220454899272061> or by mail to Idaho Department of Education, Attn: Karen Seay, 650 W State St. Boise 83702 or Kevin Chandler, 650 W State St. Boise 83702. All comments must be received by 5 p.m. (MST) March 16, 2022. For a copy of the draft ESEA Addendum reviewed and accepted by the State Board Accountability Oversight Committee on February 14, 2021, [go here](#).